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ABSTRACT

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal objectives for eighth grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2) grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizational skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

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LANGUAGE ARTS

CURRICULUM GUIDE

THE BETTER SCHOOLS PROGRAM
It Works!
Tennessee Department of Education

TENNESSEE DEPARTMENT OF EDUCATION

1987 EDITION

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LANGUAGE ARTS

CURRICULUM GUIDE

STATE OF TENNESSEE

STATE DEPARTMENT OF EDUCATION

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The Department of Education gratefully acknowledges the contributions of the numerous educators across the state of Tennessee whose dedication and tireless efforts made the Language Arts Curriculum Guide possible. Only through the efforts and skill of so many individuals working together unselfishly could this task have been completed.

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FOREWORD

The Language Arts Curriculum Guide is designed to identify the minimum skills students should master at each grade level. Some of the skills included in this guide are skills which were previously covered by BSF Reading and are closely correlated with the revised BSF Reading. Since this correlation is so great, each of the language arts objectives is a very critical objective. Unlike the BSF Reading program, there are no mastery tests or individual student records required for language arts.

The guide is designed to help local personnel in their continuing task of insuring that all students in the Tennessee public schools learn language arts skills and develop the ability to apply them in everyday life. Its use will enable students to understand and use effective oral and written communication, to think logically, critically, and creatively, and to apply these skills in other content areas.

Note: Although some of the terminal objectives have been revised, the intent of them remains the same and the framework will be changed in the next cycle.

PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student populations served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. **RULES, REGULATIONS, AND MINIMUM STANDARDS** of the State Board of Education, in section 0520-1-3-.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally-developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The language arts curriculum is organized into seven strands. Handwriting, Grammar and Mechanics, Spelling, Composition, Thinking and Organizational Skills, Listening Skills, and Oral Communication Skills. Terminal objectives under each strand can be identified by the five characters of the objective number. The first character is the grade level, the second character is the discipline (language arts), the third character is the strand, and the last two digits represent the numerical sequence of the objective within the strand.

Example - the instructional objective number 431A1.04 is translated as follows:

4 = Grade 4
3 = Language Arts
1 = Strand - Handwriting
A1 = Terminal Objective
.04 = Fourth Instructional Objective

Each page of the guide contains instructional objectives, associated content and suggested activities that are designed to insure the mastery of the terminal objective. The curriculum cross reference indicates where this objective relates to objectives in another discipline and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level to list materials available to teach the instructional objectives.

The language arts curriculum is designed to provide a scope and sequence for the teaching of language arts. Implementation of the language arts curriculum guide requires initial inservice training, on-going staff development and continuous program monitoring.

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LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 831A1.00 To understand the skills necessary for legible writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 evaluate handwriting procedure.	Handwriting procedure includes positioning paper properly, sitting correctly, and positioning the writing instrument. Paper position changes according to whether cursive or manuscript writing is being performed. Adaptations should be made in accordance with handedness. Any student not demonstrating proficiency in this area should receive appropriate instruction to correct the difficulty.	observing, evaluating	A. Have pairs of students observe and evaluate each other's handwriting procedure, using a checklist based on the items mentioned in Content.		
		observing, evaluating	B. Have students observe themselves in mirrors to evaluate their own handwriting procedure.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 831B1.00 To understand the relationship between personal handwriting style and correct letter formation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 demonstrate correct manuscript handwriting.	At this point, manuscript writing should be approached from a maintenance viewpoint. Students should be aware of the fact that manuscript writing is appropriate for certain tasks.	applying	A. Have students use manuscript handwriting to make posters, newspapers, or cartoons in connection with a reading assignment.		
		synthesizing	B. Have students design programs for a musical or sporting event and decorate them appropriately.		
1.02 produce legible cursive handwriting.	To produce legible cursive handwriting, students should be able to form letters, join words, position letters, use acceptable slant, and space letters and words correctly. Handwriting instruction can and should be integrated as part of other objectives or curriculum areas.	applying, evaluating	A. Give periodic dictation exercises in connection with a topic of study such as punctuation, and have students evaluate the legibility of their writing based on a checklist of the items mentioned in Content.		
		applying, evaluating	B. Have students evaluate their own handwriting in assignments they write for other classes.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 832A1.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 analyze sentence structure.	At this level students have been introduced to all parts of speech and sentence parts. They should be able to recognize simple, compound, and complex sentences by analyzing the parts of the sentence (clauses, phrases, subjects, predicates, modifiers). The compound-complex sentence should be introduced here. NOTE: A review of parts of speech should precede many of the objectives in the Grammar/ Mechanics strand. See Terminal Objective 832B1.00.	analyzing	A. Have students diagram or label the parts of sentences taken from their own writing.		
		analyzing	B. Give the students sets of related main clauses and subordinate clauses. Have them combine the clauses to create compound-complex sentences.		
		analyzing	C. Have students analyze sets of sentences and classify them by type and structure. Example: "Hit him!" Imperative - simple.		
1.02 identify the functions of sentence parts.	Clauses may function in sentences as adjectives, adverbs, or nouns. Phrases function as adjectives or adverbs. Examples. The boy WHO WON is my friend. (clause - adjective) He went AS SOON AS HE HEARD. (clause - adverb) I know WHO CAME. (phrase - noun)) The house BY THE ROAD is white. (phrase - adjective) He hurried DOWN THE PATH. (phrase - adverb)	analyzing, applying	A. Have students choose paragraphs from magazines to rewrite. Have them combine sentences using subordinating conjunctions, phrases, or compound subjects and/or predicates, After completing the rewriting, students should locate phrases and clauses and identify their functions.		
		comprehending, analyzing	B. Provide students with basic sentences and phrases and clauses to be added to the sentences. Have them identify the function of each added part in the new sentences. Example: (by the pond) The frog was resting. The frog was resting by the pond. (adverb)		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 832A1.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 identify and use participles and participial phrases.	A phrase is a group of related words which does not contain a subject and a predicate. (Students have already been introduced to prepositional phrases.) The present participle is the -ing form of the verb; the past participle is the third principal part of the verb. Participles may be used as adjectives. A participial phrase consists of a participle and other relateds words used together to function as an adjective. A "dangling participle" is a participle which is misplaced in a sentence and/or has no clear word which it modifies.	analyzing	A. Give students sets of sentences which contain -ing and -ed (third principal part) forms which are either verb forms or participles. Have the students identify the -ing and -ed forms and explain why each is a verb form or a participle.		
		synthesizing	B. Provide or have students generate a list of participles and participial phrases. Have the students use the words correctly in composition assignments.		
		analyzing	C. Have students rewrite sentences containing dangling participles. Examples: Discovered in Peru, Europeans began to eat the potato in the 1500's. - Europeans began to eat the potato, discovered in Peru, in the 1500's.	S S 8411B1	
1.04 identify and use gerunds and gerund phrases.	When the -ing form of a verb is used as a noun, it is called a gerund. A gerund phrase consists of the gerund and other related words used together as a noun. Since a gerund is acting as a noun, it must be modified by possessive forms, as in "I appreciate your coming." On the other hand, since a gerund is a form of a verb, it may have a direct object, as in "Playing ball is fun."	synthesizing	A. Have students write captions for pictures from newspapers or magazines. Each caption should contain a gerund. Example. His hobby is jogging.		
		synthesizing	B. Have students write a short summary about "What I Enjoy Doing." Tell them to use as many gerunds as possible.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 832A1.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 identify and use infinitives and infinitive phrases.	The infinitive is the "to" form of the verb and is used as a noun. An infinitive phrase contains the infinitive and other words used together. Point out to students that no other words should come between the "to" and the verb. This error is called a "split infinitive." For example, "to not go" should be expressed "not to go."	synthesizing	A. Show students a set of illustrations or pictures which show people in action, and have them write descriptive sentences containing infinitives. For example, " The athlete likes to run." Have the students exchange papers and identify the infinitives used in each sentence.		
		synthesizing	B. Have students play a game in which each one says a sentence that contains an infinitive beginning with succeeding letters of the alphabet. Example: Student 1 - "Is he going TO ARRIVE on time?" Student 2 - "I am not going TO BET on it!"		
1.06 recognize errors in sentence structure.	Students should develop the ability to recognize sentence fragments (incomplete sentences), comma splices (inappropriately joined complete sentences), and run-on sentences (incorrectly joined independent clauses).	analyzing	A. Have students work in small peer evaluation groups and read each other's papers to find errors in sentence structure.		
		analyzing	B. Have students choose the incorrectly structured sentences from sets of sentences which contain both correct and incorrect sentences.		
		analyzing	C. Have students bring children's books to class to analyze for errors in sentence structure (especially sentence fragments).		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 832B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 identify parts of speech in context.	A PRE-TEST TO DETERMINE STUDENT READINESS IS RECOMMENDED.	analyzing	A. Have students use paragraphs they have written and circle all examples of a particular part of speech, such as nouns or verbs, contained in the writing.		
	All eight parts of speech have been introduced at this level. This objective should be dealt with in sections and reviewed periodically throughout the year according to the needs of the students. Make students aware that the same word may function as different parts of speech. Example: a new TELEVISION (noun), a TELEVISION program (adjective).	analyzing	B. Divide the class into teams. Give a member of the first team a sentence containing a word used as one part of speech, and give a member of the other team a sentence in which the same word is used as another part of speech. (The pairs of sentences could be prepared on a transparency to be shown at the same time.) The first student to identify correctly the word's part of speech wins a team point.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 832B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 use noun forms correctly.	A PRE-TEST TO DETERMINE THE LEVEL OF STUDENT READINESS IS RECOMMENDED.	synthesizing	A. Have students write paragraphs or sentences in which they explain abstract nouns. Example: Hope is...		
	Nouns are classified as common or proper, concrete or abstract, and generic or specific. Nouns have singular , plural, and possessive forms. Nouns are used as subjects, objects, and appositives. Possessive nouns show ownership. The confusion of plural and possessive forms requires special attention.	synthesizing	B. Have students use dictionaries to find unusual nouns with which to challenge other students. The challenged student must write the singular, plural, and possessive form of the noun and use the noun in a sentence. The students use dictionaries to check what they have written and to make correct sentences. The results are often amusing.		
		synthesizing	C. Have students write about members of their families. Instruct them to use as many possessive forms and appositives as possible, Have the students exchange papers and check for accuracy.		
		analyzing	D. Give students lists of nouns to classify in as many ways as possible (generic/specific, common/proper, abstract/concrete) and to use in sentences which illustrate the classifications. Examples: toy - generic, common, concrete; doll - specific, common, concrete.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 832B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 use pronouns correctly.	A pre-test to determine the level of student readiness is recommended. The most common errors in the usage of pronouns are in the agreement of pronoun with antecedent and of pronoun with verb. All types of pronouns (personal, possessive, reflexive, interrogative, relative, demonstrative, and indefinite) have been introduced at this level.	synthesizing	A. Have students write paragraphs which focus on different pronouns each time. Some possible topics are 1) My home (personal pronouns) 2) A football game (reflexive pronouns) 3) The school (demonstrative pronouns)		
		synthesizing	B. Have students write paragraphs containing no pronouns and exchange with partners. Have the partners rewrite using pronouns.		
		analyzing	C. Have students play "Here is the answer. What is the question?" One student will make a statement, the other student will ask the question using an interrogatiave pronoun. Example: Answer - Brother John Question - Who is sleeping?		
		synthesizing, analyzing	D. Have students write sentences containing indefinite pronouns and draw an arrow from each indefinite pronoun to its antecedent.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 832B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.04 use modifiers correctly.	A PRE-TEST TO DETERMINE THE LEVEL OF STUDENT READINESS IS RECOMMENDED.	applying	A. Have students use dictionaries or thesauri to replace the modifiers in a selection with different or more vivid ones.		
	Adjectives modify (describe or modify the meaning of) nouns and pronouns, and they tell "what kind," "how many," and "which ones."	applying	B. Have students write sentences describing and comparing members of the class, using comparative and superlative forms correctly.		
	Adverbs modify verbs, adjectives, and other adverbs. Adverbs tell "how," "when," "where," and "to what extent." Caution students about special problems such as "them/those, " an extra "here/there" with a demonstrative form, "kind/sort," and the double negative. Comparative and superlative forms require special attention.	synthesizing	C. Have students write sentences using the words which cause special problems (see content). Have students share their sentences with small groups and have the groups choose the best sentences to share with the class.		
		applying	D. Have students draw pictures of their choice and use 15 - 25 words to describe it.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 832B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 use verb forms correctly.	At this level all verb forms have been introduced. Problems in subject/verb agreement continue to occur, and irregular verbs need special attention. The difference between action verbs and linking verbs should be stressed. Various kinds of verb phrases (phrases containing a verb and one or more auxiliary verbs) and their placement in sentence structure are also important. Active and passive voice may also be reviewed in connection with sets of troublesome verbs such as sit/set, lie/lay, let/leave, rise/raise, may/can, and learn/teach.	synthesizing, comprehending	A. Have students develop mock news broadcasts to present in class. The students should share their scripts with each other and identify the verbs in each sentence.		
		listening, speaking, applying	B. Have students read to each other several times sentences containing correctly used irregular or difficult verb forms. After hearing the sentences, the students will complete exercises in which they must use irregular verb forms to complete similar sentences.		
		comprehending	C. Have students make posters which illustrate the difference between often confused verbs.		
		demonstrating, comprehending	D. Have students keep a record of common errors in agreement. Have them review the list from time to time.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 832B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.06 distinguish verb tense.	Students of English have difficulty in recognizing the tense or time expressed by a verb. The simple tenses of English are present and past. The perfect (compound) tenses of English are those which use some form of the helping verb "have." Other tenses of English, such as the future, are expressed by the use of auxiliary verbs (will, shall, could, should, may). Students should learn to recognize past, present, and future tense or time and to differentiate simple tenses from compound (perfect) tenses.	listening, comprehending synthesizing, applying demonstrating knowledge	A. Read a series of sentences to students and have them indicate the tense of each sentence by completing a chart with a column for each tense. B. Divide the class into groups and have all groups write about the same topic, but each group will write using a different tense. Compare results. C. Make a board game in which students reach a goal by identifying the tense of verbs given by the teacher. Include questions which have one, two, and three square values, and some squares which say "go back one or two spaces." Make a transparency of the game, project it, and have teams compete against each other.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 832B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.07 use conjunctions correctly.	Coordinating conjunctions (and, but, or, nor, for, yet) are used to join words, phrases, or independent clauses. Subordinating conjunctions (when, until, as soon as, etc.) join two clauses, one of which is dependent on the other. Correlative conjunctions (both...and, either...or, neither...nor, not only...but also) join words, phrases, or independent clauses.	applying	A. Have students rewrite paragraphs and combine sentences by using conjunctions.		
		synthesizing	B. Have students create and answer "what if...?" questions as an exercise in the use of the subordinating conjunction "if." Example: What if the sky were green? If the sky were green, water would be green, too. This activity could be adapted for use with other conjunctions such as "when" and "since."		
		applying	C. Have students join sets of two sentences three times using a different kind of conjunction each time. Example: John is sick. Mary is sad. 1) John is sick, but Mary is sad. 2) Mary is sad that John is sick. 3) Either Mary is sad or John is sick.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 832B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.08 use prepositions correctly.	Prepositions are used with nouns or pronouns to form prepositional phrases which function as modifiers. The preposition links the word modified to the object.	synthesizing, analyzing	A. Have students write the directions for making or constructing something. Have a partner read the directions and locate the prepositional phrases.		
		applying	B. Have students guess the location of something hidden in the classroom by asking questions which contain prepositional phrases.		
1.09 use interjections correctly.	An interjection is a word which expresses strong emotion and is not structurally connected to the rest of the sentence. Words such as "Alas!" and "Aha!" are interjections. Other parts of speech may sometimes function as interjections. Example: Women! I'll never understand them.	applying	A. Show students transparencies, pictures, or cartoon strips for which they must create captions which contain appropriate interjections.		
		applying	B. Give students a list of interjections and have them write sentences to go with them.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 832C1.00 To understand the use of capitalization

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 follow rules for capitalization.	Students have been introduced to the proper use of capitalization in addresses, dates, greetings and closings of letters, the first word of sentences, proper nouns and adjectives, titles of books, plays, and articles, titles of respect, abbreviations, direct quotations, outlines, titles of stories, magazines, poems, newspapers, and songs, and the pronoun "I." Consult the text or dictionary for exact rules.	analyzing applying synthesizing	A. Have students evaluate their own and other students' written work using a capitalization checklist. B. Have students make up proper adjective phrases using the names of friends, relatives, or teachers (for example, a Markian temper or a Susanish expression). C. Have students work in groups to devise a letter of invitation to an important event, real or imaginary. Have them develop a list of guests from around the world and their addresses.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 832D1.00 To understand the use of punctuation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 demonstrate standard punctuation.	Standard punctuation follows accepted rules which are found in texts and dictionaries. This objective must be stressed in all written work.	analyzing, applying	A. Provide students with sentences and paragraphs containing no punctuation. Have them punctuate correctly.		
		listening, analyzing, applying	B. Dictate segments of dialog and have students write and punctuate correctly. Provide a correct copy for students to use when they check their papers.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 833A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 use the sound/symbol relationship to spell words.	At this level most students have internalized the relationship between sounds and symbols and can use this knowledge to spell words. See sound/symbol content in the spelling strand at earlier grade levels for specific information.	evaluating	A. Have students work in pairs to give a spelling pretest to each other; then have them proofread for errors.		
		applying	B. Dictate new words before students have seen them. Have students apply sound/symbol relationships to spell the words.	BSF Reading 82203	
1.02 apply knowledge of syllabication rules.	The ability to break words down into syllables is an aid in learning to spell and read. Each syllable in a word has one vowel sound. Students at this level should be aware of common diphthong (two vowels with one sound) spellings and should combine their sight vocabulary knowledge with a knowledge of syllabication to spell and or read new words.	applying	A. Have students pronounce unknown words by applying their knowledge of syllabication rules.		
		applying	B. Have students spell words they have not seen by applying syllabication rules.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 833B1.00 To understand and spell correctly appropriate grade level words

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 spell eighth grade level words.	Students' spelling skills rely on decoding skills and sight vocabulary for success. If a basal speller is used, the program outline should be followed. If no spelling program is used, each school and/or system should develop its own list or plan. At this level many new words will be introduced in content area subjects and can be integrated into the spelling program. Teachers of all subjects should emphasize spelling in their classes.	organizing	A. Have students keep a notebook of difficult words. Set up a bulletin board that allows them to add a word from their notebook as they are able to master a word that previously gave them difficulty.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 833B1.00 To understand and spell correctly appropriate grade level words

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 apply spelling rules.	Spelling rules include, but are not limited to, the following: 1) Put "i" before "e" except after "c," or when sounding like |a| as in neighbor and weigh. 2) Change "y" to "i" before adding a suffix if the "y" is preceded by a consonant. 3) Drop the letter "e" before adding a suffix beginning with a vowel. 4) Double the final consonant when adding a suffix to a one-syllable word that ends with a consonant preceded by a vowel if the suffix begins with a vowel. If the suffix begins with a consonant, do not double the final consonant. This rule applies to two-syllable words if the final syllable is stressed. EXCEPTIONS TO ALL RULES SHOULD BE NOTED.	comprehending applying applying	A. Have students identify words which are misspelled in sentences, especially words which violate spelling rules. B. Dictate words which follow the spelling rules for students to spell. C. Have students compose sentences which contain words that follow the spelling rules.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 833C1.00 To understand the roles of study steps and proofreading in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 use a study step plan to spell words.	Study step plans are varied. A good study step plan will consider that students can be visual, auditory, or tactile learners. Some students may be a combination of two or even three of the sensory learning styles. As part of the learning process students should be aware of the method that works best for them. Some students will reach this level of awareness early in their school programs while others take a longer time to realize how they learn best. The study step method in the student's basal speller can provide structure for learning. The emphasis in this objective is not to point out that one study step plan is recommended over another, but that a plan in itself is important.	applying	A. Have students copy a study step plan such as the following, which was used in the seventh grade: 1) Look at the word. 2) Pronounce it. 3) Say the letters in the order they occur. 4) Repeat the letters in sequence with the eyes closed. 5) Write the word without looking at it. 6) Check the word for correct spelling.		
		evaluating	B. Have students use the study step plan to study their weekly words. Have them discuss how the plan helped them learn the words.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 833C1.00 To understand the roles of study steps and proofreading in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.00 proofread for errors.	The emphasis of this objective is to make students aware that proofreading for errors in spelling is a valuable tool in the spelling process.	applying, evaluating	A. Have students copy the following proofreading steps for spelling and use them to check spelling errors in their own writing: 1) Check letter sequence. 2) Check capitalization and punctuation affecting spelling. 3) Check prefixes and suffixes. 4) Check for letter omission.	L.A. 834F1	
		analyzing, evaluating	B. Have students proofread each other's papers for spelling errors during the writing process.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 833D1.00 To understand the roles of word meaning and word building skills in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 form new words from word parts.	Prefixes, suffixes, base words, and word roots (word parts to which affixes are attached) are used to form new words. Texts or dictionaries should be used as sources for prefixes, suffixes, and word roots to be studied.	applying	A. Give students a list of prefixes, base words, and word roots with meanings and have them form new words.	BSF Reading 82203	
		synthesizing	B. Have students use the new words from Activity A in sentences.		
		demonstrating knowledge	C. Give students a list of words which have been formed correctly and incorrectly. Have students use dictionaries to determine which words are correct.		
1.02 form contractions.	A contraction is a shortened form of two words. An apostrophe (') is inserted where a letter or letters have been omitted. The emphasis in this objective is upon correct spelling of the contractions.	synthesizing	A. Ask students to write a book or movie review which includes contractions. Have students edit the assignment for spelling errors.		
1.03 define and spell compound words.	New words which are compounds (combinations) of other known words may be defined and spelled based on the knowledge of the original words.	synthesizing	A. Have students create new compound words for imaginary gadgets or inventions.	BSF Reading 82201, 82203	
		synthesizing	B. Have students define compound words found in reading assignments. Form a spelling list composed of these words for testing purposes.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 833D1.00 To understand the roles of word meaning and word building skills in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.04 determine the meanings of words using contextual aids.	Contextual aids, including word elements (prefixes, suffixes), experience or common sense clues, familiar expressions, substitute words, and pictures, diagrams, or charts, can be used to determine the meaning of words in spelling. Contextual clues must be used to derive correct homophone spellings, for example, red-read; sum-some; etc. The use of contextual aids to determine word meanings should be stressed as a continuous skill. See Basic Skills First Reading, Instructional Objective 82106 for explanation of context clues.	analyzing	A. Give students paragraphs containing blanks. Have them determine words to fill the blanks by using contextual aids.	BSF Reading 82201, 82203	
		analyzing	B. Give students sentences in which a word is unknown. Have students analyze the contextual aids to determine the meaning of the word. Have them write down the meaning they formulate for each word.	BSF Reading 82201	
		evaluating	C. Have students look up the meanings of the words in Activity A and determine whether or not their meanings are corrrect.		
		analyzing, applying	D. Read students sentences which include homonyms. Have students spell the homonyms correctly, deriving the word choice from the context of the sentence.		
1.0 recognize multiple meanings of words	Words can have more than one meaning. Depending upon the way a word is used, it can be a verb in one sentence and a noun in another sentence. A pun is a play on words based on the multiple meanings of a word or on words which have similar sounds. Example: A bandleader is a man who can face the music.	using the dictionary, comparing	A. Give students sentences using words with more than one meaning. Have students look the words up in a dictionary and compare the meanings found there to the way each word is used in the sentence.	BSF Reading 82201	
		analyzing	B. Provide students with sets of sentences of which some contain puns. Have the students recognize and interpret the puns.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 834A1.00 To understand the elements which make sentences effective in conveying meaning

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 write complete sentences of varied types.	Students should write declarative, interrogative, exclamatory, and imperative sentences.	applying	A. Have students bring pictures to class which they have captioned using each type of sentence.		
		applying	B. Give students lists of subjects and predicates and have them write as many different combinations as possible using all four sentence types.		
1.02 use a variety of sentence structures.	Writing should include simple, compound, and complex sentences containing varied phrases and clauses and compound subjects, predicates, and objects.	analyzing, applying	A. Give students a list of criteria to use to write original sentences about a picture or projected scene. Examples: 1) a simple subject and compound predicate 2) a compound subject and one modifying phrase.		
		analyzing, applying	B. Have students create diagram puzzles by giving the lines of sentence diagrams and leaving out the words. Have students fill in each other's puzzles with any appropriate words.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 834A1.00 To understand the elements which make sentences effective in conveying meaning

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 combine sentences.	Sentences may be joined by combining subjects and predicates, using adjectives, adverbs, and phrases, and using adjective and adverb clauses.	applying	A. Give students sets of sentences and have the students combine them in several ways. Example: John is tall. Mary is tall. 1. Johns and Mary are tall. 2. John is tall and Mary is, too. 3. John is tall while Mary is tall as well. 4. Both John and Mary are tall.		
		applying	B. Divide the class into groups, and have each group work on a particular kind of combining. Have the groups share their work with the rest of the class.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 834B1.00 To understand the process involved in paragraph organization and development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 develop specific topics.	A paragraph should focus on a single unified topic. Topics should be narrowed from general to specific. For example, "dogs" is a general topic while "feeding dogs" is more specific.	analyzing	A. Provide the students with a list of general topics and have each student choose one. Have them write a paragraph about their chosen one. Have them write a paragraph about their chosen topic using a more specific topic. Example: general topic-clothes specific topic-selecting clothing.		
		analyzing	B. Have students divide into small groups. The first group member will name a general topic or category and the others will narrow the broad topic to specific topics.		
1.02 write topic sentences.	The topic sentence expresses the controlling idea of a paragraph. All other sentences relate to the topic sentence. Explain that newspaper headlines are shortened sentences which express the main ideas of lead paragraphs. An expanded headline could be considered a topic sentence.	applying	A. Have students use the specific topics developed in Instructional Objective 834B1.01 and write each in the form of a topic sentence.		
		analyzing	B. Give students copies of lead paragraphs from newspapers. Have the students write appropriate headlines.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 834B1.00 To understand the process involved in paragraph organization and development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 use supporting details to develop paragraphs.	Specific details and specific words develop a topic sentence. Details strengthen and clarify factual selections. Supporting details include descriptions, examples, reasons, and facts.	analyzing	A. Have students analyze paragraphs from factual selections to locate and identify supporting details. Have them use the paragraphs as models for their own writing.	BSF Reading 82114	
		synthesizing	B. Have students develop the topic sentences written in Instructional Objective 834B1.02 into paragraphs.		
		analyzing, synthesizing	C. Have students compare two paragraphs written on the same topic and discuss which one offers more information. Have them develop a new paragraph on the same topic.	BSF Reading 82114	
1.04 recognize irrelevant information.	Information which is not relevant to the topic should be omitted from a well developed paragraph. For example, in a paragraph about "feeding dogs," the statement "Cats like fish" would be irrelevant.	analyzing	A. Have students distinguish the important information in paragraphs taken from reading texts or other text books.	BSF Reading 82114	
		analyzing	B. During peer revision in the writing process, have students read each other's paragrapahs to identify information which is not relevant to the topic.		

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LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 834B1.00 To understand the process involved in paragraph organization and development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 write effective conclusions.	A concluding sentence should tie together the details of a paragraph and reinforce the topic sentence.	analyzing, applying	A. Have students write conclusions for the paragraphs written in Instructional Objective 834B1.03.		
		evaluating, comprehending	B. Have students search magazines and reading material to find examples of paragraphs which have effective conclusions. Have them identify the conclusions and write alternate conclusions.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 834C1.00 To understand the elements of style in written composition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 write and evaluate paragraphs.	Written paragraphs include descriptive, narrative, persuasive, explanatory and comparison/contrast.	synthesizing, evaluating	A. Have students visualize their favorite places in their minds. How does it make them feel? What does it smell like? What are the sounds? Have them write descriptive paragraphs. Have students evaluate their paragraphs using a checklist (see Content).		
	A checklist for a good descriptive paragraph would include choice of sensory details, unity of details with topic sentence, arrrangement of details in logical order, and effective use of vivid language to create an image in the reader's mind.	synthesizing, evaluating	B. Have students write: 1. A factual narrative about a historical event. 2. A fictional narrative about a day they spent with the famous person of their choice - past or present. Then have them evaluate the paragraph using a checklist (see Content).		
	A checklist for a narrative paragraph includes use of logical order (usually chronological), use of transition words (then, later, at first, during, while, finally, etc.), use of words showing time or place relationships to introduce each character, and the choice of details which create interest. Persuasive paragraphs should begin with a statement of opinion or of the problem being considered; should provide reasons, statements of experience, and statements of authorities; and should have a strong summary statement which suggests what should be done.	synthesizing, evaluating	C. Have students write a persuasive paragraph convincing their parents to buy them something. Have them evaluate each other's paragraphs using a checklist (see Content).		
		synthesizing, classifying, evaluating	D. Have students write a paragraph of comparison/contrast, pointing out similarities and differences between two elements. The paragraph can compare and contrast a topic selected by the teacher or student.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 834C1.00 To understand the elements of style in written composition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 (continued).	An explanatory paragraph should include general information the reader must know, a list of needed tools, ingredients, or materials, a step-by-step explanation, an explanation of terms which should be understood, and a statement of what the results should be. A comparison/contrast should introduce the items or subjects being compared, compare similarities, contrast differences, and express some conclusion based on the comparison. Similes and/or metaphors should be used for vividness.	synthesizing, evaluating	E. Have students write explanatory paragraphs explaining how to perform a task such as scrambling eggs or tying shoes. Have students evaluate each other's paragraphs using a checklist (see Content).		
		synthesizing, evaluating	F. Have each student write a favorite type of paragraph. Have students read their paragraphs aloud and have the other students identify the types of paragraph.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 834C1.00 To understand the elements of style in written composition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.02 compose a poem.	Rhythm, rhyme, alliteration (repetition of initial sounds: "lonely ladies") and onomatopoeia (sound words: "buzz, clank") are elements of poetry which should be included.	synthesizing	A. After providing models, have students write poetry exemplifying different elements.	BSF Reading 82404, 82405	
		synthesizing	B. Have students write poems in connection with the study of concrete and abstract nouns		
1.03 write dialog.	Dialog is written conversation which is denoted through the use of quotation marks. For exact instruction and rules of punctuation refer to the adopted English book.	synthesizing	A. Have students write dialog in which they have participated during the day.		
		synthesizing	B. Have students write dialog for radio programs or commercials.		
1.04 compose a short story.	The basic elements of a short story include the setting, plot, and character(s). Short stories at this level should be of limited length. Students will need help in identifying elements which should be incorporated. See Basic Skills First Reading Instructional Objective 82402 for explanation of the story elements.	identifying	A. Have students read a story and identify the setting, plot, and characters as a class.	BSF Reading 82402	
		synthesizing	B. Give students a chart of character types, plots, and settings from which they may choose or which may spur their imaginations.	BSF Reading 82402	
		synthesizing	C. Have students use the plan they have prepared in Activity B to write their stories.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 834D1.00 To understand the contribution of creative thinking to writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 formulate ideas.	The emphasis in this objective is on the prewriting stage of composition. Ideas for written composition may be original or gathered from other sources. Brainstorming, freeform writing, imagining, questioning, talking with others, and reading are some ways of forming and developing ideas for writing. The ideas that are formulated can then be organized in written form for composition activities.	analyzing	A. Give students a topic to brainstorm. Have them write down as many ideas as they can think of about the topic in a reasonable amount of time.		
		analyzing	B. Provide the students with resource material (this can be a library activity). Have students peruse the material for a specified amount of time in order to gather ideas for writing.		
1.02 write to increase fluency.	Fluency refers to the ease and clarity with which writers put down their thoughts. Students must engage in the physical activity of writing a great deal in order to feel comfortable when writing. For this reason, every opportunity should be taken to have students write rather than simply circle words or fill in blanks. Students also need to write without the fear of correction.	creating	A. Have students write a freeform flow-of-ideas for a specified amount of time. This freeform writing can be on any topic.		
		describing, narrating	B. Have students keep daily journals about what they are learning in their classes or things which are happening to them. Have them write for a certain amount of time each day. Sometimes specific topics may be assigned which may later be developed for writing assignments.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 834E1.00 To understand functional writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 write letters.	A letter is a way to communicate to others. Students at this grade level have already been introduced to thank-you notes, friendly letters, and business letters. The emphasis of this objective is not only upon the inclusion of all parts of a letter, but upon writing effective letters.	synthesizing, evaluating	A. Have students write a "thank-you" letter to someone, expressing thanks for a school, community or personal event. Now have students examine the parts of the letter for errors and possible revision.		
		synthesizing	B. Have students write a business letter requesting information from a local business or a government agency.		
1.02 address envelopes.	An envelope is a means of sending communication. The return address, mailing address, and the stamp are the parts of an addressed envelope. Refer to the adopted text for instruction and placement of envelope parts.	evaluating	A. Give students blank envelopes and have them address the envelope. Now have students examine the parts of the envelope for errors.		
		applying	B. Have students address envelopes for the letters written in Instructional Objective 834E1.01, Activity B, and mail the letters.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 834E1.00 To understand functional writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 write directions.	Students have been reading, listening to and following directions throughout the grades. The emphasis at this grade level is to help students write clear directions.	analyzing, evaluating	A. Give students a set of directions that is not easy to follow. Have students examine the directions and discuss the strengths and weaknesses of the set of directions.		
		analyzing, evaluating, synthesizing	B. Have students write directions for simple line drawings. Divide the class into small groups and have students exchange papers and follow the other students' directions. Compare results.		
1.04 use note-taking skills.	Students should take notes to summarize information in their own words. Notes do not have to be in complete sentences. Note-taking is used in the gathering of information for a report or project. Students should also take notes as a means of collecting ideas before they write a composition. Students may learn to use the "T" method of taking notes in which main ideas are written under the left wing of the T, and details are written under the right wing. The written sheet can be folded vertically for study purposes.	applying, analyzing	A. Have students take notes on information from sources when preparing a report.		
		synthesizing, applying	B. Have students take notes on material from other classes.		
		listening, analyzing, applying	C. Have students take notes from oral presentations of persuasive, descriptive, explanatory, narrative, and comparison/contrast paragraphs written by other students as practice in recognizing different patterns of organization.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 834E1.00 To understand functional writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
05 construct an outline.	An outline is a way to organize ideas. Main topics are designated with Roman numerals, and subtopics are designated with capital letters. For exact outline placement, refer to the adopted text. Students have previously been introduced to outlines. At this grade level, students will use the outline form as an organizational tool.	applying, evaluating	A. Give students topics and subtopics to arrange in outline form. Have them use a model to check their work.		
		analyzing, evaluating	B. Have students pick a topic and write notes about the topic from resource material. Then have them put the notes in outline form. Have students use a model to check outline form.		
06 write a report.	A report contains information gathered about a topic. The information is based on facts found through research and is told in the student's own words. Require students to locate information in three or more reference books or other reference materials. Remind them to include audiovisual equipment if appropriate. Help students develop and follow a sequential plan. Confer with the students often to check on their progress through the plan.	synthesizing	A. Give students a topic in a subject area subject such as science, social studies, or health. Provide them with sources and ask them to take notes on the topic. Have students put the notes in outline form. Using the notes and the outline have students proceed with the writing of a report about the topic.		
		synthesizing	B. Have students read and write about a subject of interest. Students must provide the teacher the exact information from sources as well as a summary report in the students' own words. This process prevents plagiarism.		

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LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Writing

GOAL: 83000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 834F1.00 To understand revision and proofreading skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 proofread and revise writing	The final phase of any writing task is checking for errors. The writer will proofread for omitted words, legibility of handwriting, punctuation, capitalization, spelling, and paragraph indention. A writing project can always be improved by revising it for better word choice. Revision is included in the final phase of writing. Editing procedures are left to the discretion of the teacher.	synthesizing, evaluating, analyzing	A. Have students evaluate any written composition using the following checklist: 1) Is my handwriting legible? 2) Did I use proper capitalization? 3) Did I use correct punctuation? 4) Did I spell each word correctly? 5) Did I indent paragraphs? 6) Is revision necessary?		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Thinking and Expression

GOAL: 83000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 835A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 make skilled observations.	A skilled observation is different from a casual look at something. The ability to describe what one sees in an objective manner and to decide what is relevant to the observation is necessary in many fields of study. Skilled observations are used in science as a part of the fact-finding and experimentation processes. Writers make skilled observations when they gather information about which they will write. Individuals in the area of social studies must be able to record events in an objective manner. Observations are used in making measurements in math and science. Emphasize that things are not always as they seem to be. This skill helps students learn not to jump to false conclusions.	applying, analyzing	A. Give students pictures of farming implements used at the turn of the century. Have them write a summary of their observations which includes a speculation as to how the object was used. This activity can be adapted to include implements from a doctor's kit in the 1700's.		
		observing, analyzing	B. Invite a guest speaker or talented student to demonstrate a magic trick and have students write about what they observed.		
		analyzing	C. Have students observe situations in life or in reading and determine whether the cause of each situation is human, natural, or supernatural.	BSF Reading 82127, 82128	

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SUBJECT AREA: Thinking and Expression

GOAL: 83000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 835A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.02 ask questions to gather information.	Suggest that students consider the following when presented with information: " (1) What is being presented to me? (2) What does it mean? (3) How can I use it? (4) What else do I need to know to use it?" They will then need to select questions. Queries may begin with "who," "what," "when," "where," "why," and "how," and more than one question may be needed to get the desired information. Students should consider how they can use skilled questioning in their studies and personal lives, and may find it helpful to observe or discuss how they and others ask questions. The ability to ask questions is in basic critical thinking. Students need to ask literal questions to learn facts and critical questions (What is the source? How do I know this information is correct? What bias may the writer/speaker have which affects the information?, etc.) to evaluate the validity of information.	applying, analyzing	A. Have students select someone to interview. This can be a person in the school or community. Based on a knowledge of the person, have students write questions on which to base the interview.		
		applying, analyzing	B. Have students select a topic they would like to research. Before doing any investigation, have them compile a list of questions to be answered by their research. Have them include in the questions an evaluation of the validity of their sources (see Instructional Objective 835A1.10).	BSF Reading 82127, 82304, 82305	

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TERMINAL OBJECTIVE: 835A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 apply thinking skills.	Thinking skills include, but are not limited to, the ability to compare and contrast, to sequence, to recognize relationships, to make inferences and generalizations, to determine cause and effect, to determine the main idea, to distinguish between fact and opinion, to predict outcomes, and to draw conclusions. Students apply thinking skills when using inductive or deductive reasoning, making judgments, formulating theories, solving problems, and setting priorities.	analyzing	A. Have students use analogies to descrtibe relationships. Example: His relationship to the girl was like oil with water; they didn't go together		
		analyzing	B. Have students solve picture words and then create new ones. Examples: pig pig pig = Three little pigs; ccrroossss = Double cross		
		analyzing	C. Have students solve brain teasers and logic problems and a variety of word puzzles such as word wheels, crosswords, and anagrams.		
		analyzing	D. Have students analyze how they spend their time on a given day and what things they must accomplish. Have them set priorities and determine a potential schedule.		
		analyzing, evaluating	E. Have students explain the influence of sex, age, and socioeconomic factors on the attitudes and actions of characters in a selection.	BSF Reading 82134	
		analyzing	F. Have students compare and contrast characters in a selection with each other and with real people.	BSF Reading 82134 L.A. 834C1	

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SUBJECT AREA: Thinking and Expression

GOAL: 83000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 835A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.04 recognize circular reasoning.	Circular reasoning is the attempt to prove a statement by repeating it in other words. Example: This project is necessary for the development of our town because it is needed if we expect the town to grow.	comprehending	A. Choose a topic of interest to student (clothes, cheating, parents, drugs, alcohol) and give students an example of circular reasoning related to it. Have the students give other examples.		
		comprehending	B. Have students identify circular reasoning in advertising or political speeches.		
1.05 recognize the cause/effect fallacy in reasoning.	The cause/effect fallacy assumes a second event was caused by a first because it followed the first. One example is the belief that bad luck is caused by a black cat crossing one's path when the two events are really unrelated.	comprehending	A. Repeat Instructional Objective 835A1.04, Activities A and B, using the cause/effect fallacy.		
		analyzing	B. Have students discuss a topic such as the guilt children often feel after a divorce in view of the cause/effect fallacy.		

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SUBJECT AREA: Thinking and Expression

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STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 835A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.06 recognize the either/or fallacy in reasoning.	The either/or fallacy claims only two alternatives for a solution when actually there are more. Example: "You must go along with the crowd or be unpopular."	comprehending	A. Choose a topic of interest to students (clothes, cheating, parents, drugs, alcohol) and give students an example of either/or fallacy related to it. Have the students give other examples.		
		identifying	B. Have students identify either/or fallacy in advertising or political speeches.		
1.07 recognize overgeneralizations.	Overgeneralizations are sweeping statements based on inadequate information or faulty sampling. Words such as "always, everyone, never, every, nobody, everybody, all the time, and no one" are often found in overgeneralizations. Example: Everybody loves a parade.	comprehending, role-playing	C. Have students role-play a situation which illustrates the either/or fallacy.		
		comprehending	A. Repeat Instructional Objective 835A1.06, Activities A and B, using overgeneralizations.		
		analyzing	B. Have students list overgeneralizations which are often made about school. Have them rewrite the generalizations, qualifying them as necessary.		

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SUBJECT AREA: Thinking and Expression

GOAL: 83000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 835A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.08 recognize rationalization.	Rationalization involves justifying an action by a believable reason which is not the real reason. Example: Two young people elope because "they are in love" when really they are seeking to get away from pressure at home.	comprehending	A. Choose a topic of interest to students (clothes, cheating, parents, drugs, alcohol) and give students an example of rationalization related to it. Have the students give other examples.		
		identifying	B. Have students identify rationalization in advertising or political speeches.		
1.09 recognize the bandwagon fallacy.	The bandwagon fallacy says an idea is right because others believe it. Snob appeal can be a type of bandwagon reasoning. Example: Vote for Jones - the People's Choice!	synthesizing	B. Have students write narrative paragraphs or dialog relating incidents in which they used or heard rationalization.		
		comprehending	A. Repeat Instructional Objective 835A1.08 Activities A and B, using the bandwagon fallacy.		
		analyzing	B. Have students read political columns or articles from newspapers during political campaigns to identify examples of bandwagon fallacy.		

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SUBJECT AREA: Thinking and Expression

GOAL: 83000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 835A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.10 evaluate the validity of information.	The validity of information is based on the existence of certain conditions. (For example, if frost is on the grass, the temperature is low.) Students must learn to look at conditions and circumstances to determine the validity of evidence, sources and conclusions.	evaluating	A. Give students certain conclusions and ask them to identify the conditions which must be true for the conclusion to be valid. Example: The ice on the pond is frozen. - The temperature must be below freezing.	BSF Reading 82[illegible]	
		evaluating	B. Have students judge the validity of conflicting accounts of the same incidents in news stories. Have them consider eyewitness account, expert opinion, and practical experience.	BSF Reading 82127, 82132, 82135	
		evaluating	C. Have students determine the kind of evidence they would want for various circumstances such as learning to dance, being on trial, buying a food product, etc.		
		evaluating	D. Have students evaluate sources of information to determine whether they are up to date, whether they give sufficient information, and whether the author should be believed.	BSF Reading 82132, 82127 L.A. 834E1	

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SUBJECT AREA: Thinking and Expression

GOAL: 83000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 835A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.11 recognize and define propaganda techniques.	Formerly learned propaganda techniques include loaded words, bandwagon, name-calling, testimonials, and snob appeal. Other techniques include glittering generalities, repetition, transfer (transferring feelings about one thing to another thing), "emergency" (encouraging, quick action), "free" and "bargain," innuendo, card-stacking (presenting only one side of an issue), "just plain folks," "flag waving" (suggesting that a person is unpatriotic if he does not go along with an idea), and over-simplifying. Some examples include: "You'll never have a chance like this again!" (exigency) A bikini-clad girl is shown selling lawn mowers. (transfer) "Here's the breakfast cereal the world has waited for! It tastes better and is more nourishing!" (glittering generalities) "Now I ask you, why should my opponent refuse to debate Me?" (innuendo).	analyzing	A. Have students cite examples of propaganda techniques encountered in daily life.		
		synthesizing	B. Have students create advertisements exemplifying various propaganda techniques.	BSF Reading 82132	

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SUBJECT AREA: Thinking and Expression

GOAL: 83000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 835B1.00 To develop creative thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 generate ideas.	Brainstorming is a technique which encourages students to spontaneously produce ideas which are related to a specific problem. The best ideas may then be refined for use in various projects.	synthesizing	A. Have students brainstorm a model city of the future. Include all elements of community living. Have them design a physical layout to facilitate an improved way of life. Using creative expression, the students should present their ideas of modern society as if they were future city planners.		
		synthesizing	B. Encourage students to use brainstorming as the initial stage of a class project. Have them choose the best ideas, cluster related ideas, and develop a plan for the project. For example, students may brainstorm ideas about energy, then choose related ideas such as "solar power," "nuclear power," and "water power" which may lead them to develop a study of different sources of energy.		
1.02 elaborate on an idea.	This objective encourages students to complete or elaborate on an idea in a creative way.	synthesizing	A. Have students take a popular song and elaborate on either the musical score or the lyrics.		
		synthesizing	B. Give students a basic house plan and have them elaborate on it to make it a home of the future.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Thinking and Expression

GOAL: 83000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 835B1.00 To develop creative thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 use figurative and sensory language.	The creative use of figurative and sensory language such as imagery, similes, metaphors, symbols, analogies, and personification involves the ability to see relationships and to express those relationships vividly.	synthesizing	A. Have student describe something by using an extended metaphor, comparing the subject to something else in many ways. For example, a home may be compared in several ways to a nest or a pretty friend to a flower.	BSF Reading 82403	
		synthesizing	B. Have students use figurative language to write or tell orally of an event in their lives which taught them a lesson.		
		synthesizing	C. Have students write poetry using sensory images.	L.A. 834C1 BSF Reading 82405	

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Thinking and Expression

GOAL: 83000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 836A1.00 To understand the role of skilled listening in the information gathering process

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 use context clues to determine meaning in oral passages.	Context clues include a definition given, a synonym used, a comparison made, or a summary in which the meaning is clarified.	applying	A. Read a passage to the students which contains new words. The students are to define the words using context clues.	BSF Reading 82106	
		applying	B. Play a video or recording of a news broadcast containing words which students are to define using context clues.		
1.02 recognize the main idea and important points in oral passages.	The main idea or points which the speaker is presenting are often marked by clue words such as "Follow these steps..." or "I want you to remember..." Details are used to support the main point or points.	analyzing	A. Use Activity B, Instructional Objective 836A1.01, and have students identify the main ideas of different segments of the broadcast.		
		analyzing, discussing	B. Have students note the main point or points of oral presentations made by guest speakers. After the presentation, hold a class discussion to compare results among the students.		

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SUBJECT AREA: Thinking and Expression

GOAL: 83000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 83EB1.00 To understand the role of skilled listening when analyzing, interpreting, and judging information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 differentiate between important and unimportant details in listening.	Details are included in instructions and directions. The ability to listen for details enables the students to better understand the instructions or to competently follow directions. The skill of taking notes on important details is vital. Students should listen for key verb commands, key numbers, and places.	analyzing	A. Give students oral directions on how to find a certain location in some setting (home, town, school, etc.). Have them locate the place by identifying the pertinent details.		
		comprehending	B. Give students various sets of directions (recipes, models, etc.) orally and have them answer questions after the presentation. Example: Does the recipe contain sugar? How much?		
1.02 distinguish fact from opinion in oral passages.	Critical listening involves the ability to identify facts which are supported by details and information as opposed to opinions which are unsupported claims.	synthesizing analyzing	A. Have students who are interested in sports or popular music present short talks on the merits of their favorite players, teams, groups, or singers. Have the listeners take notes and discuss fact/opinion in each presentation.		
		analyzing	B. Work with social studies and science teachers to invite guest speakers to class to speak on timely topics. Have students evaluate fact/opinion in the presentations.		

LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Thinking and Expression

GOAL: 83000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 836C1.00 To develop an appreciation of literature through the use of listening skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 recognize sound devices in poetry.	Sound devices include, but are not limited to, alliteration (repeated initial sounds), onomatopoeia (sound words such as "cluck"), and rhyme (the placement of consonant words at regular intervals).	comprehending	A Read passages of poetry and have students identify examples of different sound devices	BSF Reading 82404, 82405	
		comprehending	B. Have students identify rhyme patterns in passages of poetry which they hear.	BSF Reading 82405	
1.02 listen to a variety of literature.	Literature should include stories, plays, novels, poetry, and nonfiction from books, tapes, films, filmstrips, records, and storytellers.	receiving	A. Set aside a time for reading aloud every day. Introduce students to award-winning and worthwhile literature. Read longer selections over a period of days.	BSF Reading 82401	
		receiving	B. Maintain a Listening Center in the classroom for individual or group work.		
		receiving, observing	C. Show videotapes of or invite storytellers to class and discuss with students their materials and methods.		

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SUBJECT AREA: Thinking and Expression

GOAL: 83000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 836D1.00 To understand how to evaluate personal listening skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 appraise personal listening skills.	Active listening requires concentrating, visualizing, identifying verbal and non-verbal clues, taking notes on important details, and asking questions related to the topic.	evaluating	A. Have students rate themselves from a check list of listening skills prepared by the teacher.		
		synthesizing, evaluating	B. Have students in groups review the qualities of good and bad listeners and prepare a humorous sketch personifying the two types. Students are to evaluate themselves after seeing or participating in the sketches. Examples: Mr. Attentive and Mr. I - Don't - Care.		

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SUBJECT AREA: Thinking and Expression

GOAL: 83000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 837A1.00 To understand the relationship between vocabulary development and effective oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 identify vocabulary appropriate to a situation.	The vocabulary of the speaker should be appropriate to the audience and the occasion in all situations. Students should learn to consider these elements when preparing speeches or when carrying on conversation.	analyzing	A. Play videotapes or cassette recordings of news reporters on daily news programs, on pop radio stations, and on weekend interview programs. Have the students discuss the vocabulary used and why. Have the students then prepare a brief presentation illustrating the wrong or right choice of vocabulary for certain situations.		
		analyzing, demonstrating knowledge	B. Assign students to listen for certain vocabulary or structures, such as double negatives, which they hear used improperly. Have them write down examples and share with the class. Have the students deliver the incorrect usage and a corrected version.		

SUBJECT AREA:

GOAL:

STRAND:

TERMINAL OBJECTIVE: 3.721.0 To understand effective oral communication skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 demonstrate effective oral communication skills.	Effective oral communication requires clarity of expression, correct breathing, careful pronunciation, and appropriate gestures. Remind students that good reports require appropriate preparation, interesting openings and closings, and poised presentations. They may want to remember the "3P's"--prepare, plan, practice.	synthesizing	A. Have students present various short reports on topics of interest	BSF Reading 82101	
		synthesizing	B. Assign students various topics and have them prepare effective openings for speeches on the topics.	BSF Reading 82101	
		synthesizing	C. Have students present oral reports in small groups to practice looking at the audience.	BSF Reading 82101	
		analyzing, producing	D. Have students read aloud from a variety of materials with expression, using proper intonation and phrasing. Have them tape record readings and critique in small groups or in pairs.	BSF Reading 82401	

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LANGUAGE ARTS - GRADE 8

SUBJECT AREA: Thinking and Expression

GOAL: 83000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 837C1.00 To demonstrate effective self-expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 demonstrate effective self-expression.	Effective self-expression combines the ability to speak well with the ability to think under pressure and present thoughts clearly. Many opportunities to practice and improve self expression should be provided.	applying, analyzing	A. Have students participate in panel discussions on various topics. Some topics should be assigned and others should be impromptu.		
		applying, analyzing	B. Have students research different topics and be prepared to answer questions posed by other members of the class.		
1.02 demonstrate telephone etiquette.	Telephone etiquette includes appropriate answering phrases, polite voice tone, and accurate leaving and/or taking of messages.	analyzing	A. Have students role play both leaving and taking telephone messages. Discuss the information which should be included.		
	Messages should include name, date, time of call, message, caller's number, and if and when the call should be returned.	analyzing	B. Have students role play various telephoning incidents and discuss the etiquette involved.		

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SUBJECT AREA: Thinking and Expression

GOAL: 83000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 837D1.00 To understand correct usage of grammar in oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE
The learner will:				
1.01 recognize the impact of dialect on oral communication.	"Dialect" refers to non-standard forms of language used by certain groups of people with regularity.	analyzing	A. Have students discuss the impact of dialect in television programs such as "The Dukes of Hazzard."	
		analyzing	B. Present orally a passage of dialect from a literary work such as TOM SAWYER. Have students discuss the effect of the dialect on their understanding of the passage.	